



## Greenwood Elementary

2300 E. Howe Springs Rd.  
Florence, SC 29501

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-6 Elementary School |              |
| <b>Enrollment</b>     | 674 Students          |              |
| <b>Principal</b>      | Susan M. Hartwig      | 843-664-8451 |
| <b>Superintendent</b> | Larry Jackson         | 843-669-4141 |
| <b>Board Chair</b>    | Porter Stewart        | 843-669-6395 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating  |
|-------------|-----------------|----------------|
| <b>2008</b> | <b>Average</b>  | <b>At-Risk</b> |
| 2007        | Average         | Below Average  |
| 2006        | Average         | At-Risk        |
| 2005        | Average         | Below Average  |
| 2004        | Average         | Below Average  |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

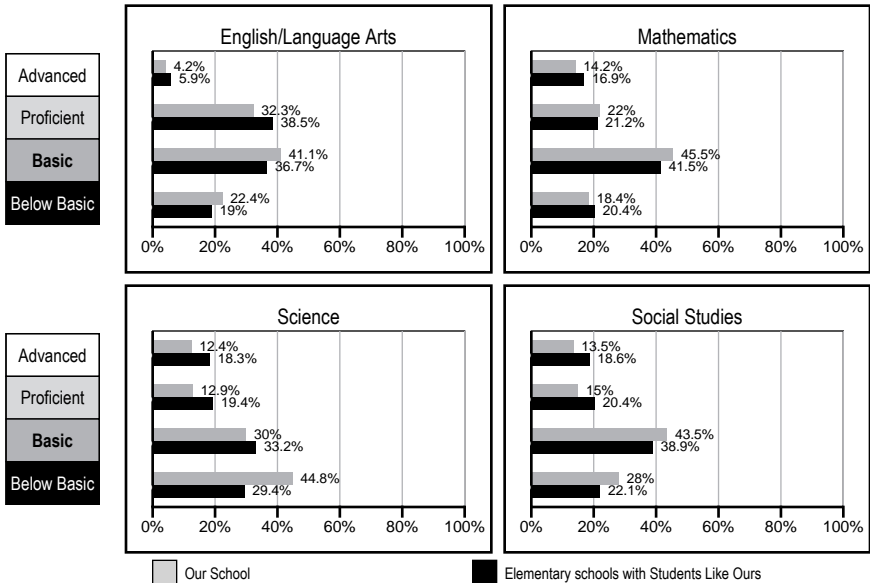
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 12   | 65      | 13            | 1       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=674)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 95.9%      | Down from 99.1%       | 100.0%                                     | 100.0%                   |
| Retention rate   | 3.1%       | Up from 2.6%          | 2.2%                                       | 2.3%                     |
| Attendance rate  | 95.4%      | Down from 95.6%       | 96.3%                                      | 96.3%                    |
| Eligible for gifted and talented   | 10.5%      | Up from 9.5%          | 11.6%                                      | 10.4%                    |
| With disabilities other than speech  | 10.6%      | Up from 7.5%          | 8.3%                                       | 7.5%                     |
| Older than usual for grade   | 1.7%       | Down from 2.9%        | 0.5%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | Down from 0.1%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=44)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 61.4%      | Up from 59.1%         | 56.5%                                      | 56.7%                    |
| Continuing contract teachers   | 93.2%      | No Change             | 80.0%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 91.3%      | Down from 92.7%       | 87.8%                                      | 86.4%                    |
| Teacher attendance rate  | 96.3%      | Up from 96.0%         | 95.0%                                      | 94.9%                    |
| Average teacher salary   | \$47,013   | Up 3.8%               | \$45,023                                   | \$45,345                 |
| Professional development days/teacher                                      | 8.7 days   | Down from 10.2 days   | 12.1 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 21.2 to 1  | Up from 19.1 to 1     | 18.8 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 90.2%      | Down from 90.8%       | 89.9%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 90.2%      | Down from 93.0%       | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$6,518    | Up 9.4%               | \$6,606                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 68.7%      | Up from 67.7%         | 68.9%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 65.8%      | Up from 64.7%         | 65.0%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## Report of Principal and School Improvement Council

Greenwood Elementary School (GES) abounds with student support, faculty advancement, and strong communal ties. Meeting Adequate Yearly Progress in 2007, Greenwood reflects a spirit of success, continued learning, and dedication. We are committed to preparing students for a lifetime of learning. This is evident in the dedication and cooperation of our teachers, staff, parents, volunteers, and community members.

In addition to being fully accredited by the Southern Association of Colleges and Schools, Greenwood is a member of the National Network of Partnership Schools, and a recipient of the Teacher Incentive Fund grant. It is through this grant, that the Teacher Advancement Program (TAP) is being implemented.

Through weekly staff development opportunities, teachers gain insight into varying techniques and research proven methods to increase student success. Efforts include thorough data analysis and innovative instructional strategies that build strong academic and social skills. Our outstanding literacy programs include Reading Recovery, a first grade Literacy Lab, an early intervention program for grades K-2, and Renaissance Place. Students receive supplemental instruction to further literacy growth and foster a strong foundation and love of reading. The integration of technology is supported across the curriculum by the operation of two full-time computer labs, a mobile lab, SCETV Video Streaming programming, SmartBoards, hand held computing devices, CPS systems, as well as various software programs.

At GES, students are given many opportunities to excel in and outside of the classroom. Extra-curricular activities include BETA Club, Safety Patrols, Jump Rope for Heart, Library helpers, WGES Morning Show production, Chorus, Bells, Band, Family Reading Nights, Skate Nights, Computer Club, Webkins Club, the Good News Club and Cheer Squads.

We believe it takes a combined effort to educate and prepare today's youth for the challenges of tomorrow. This belief is exemplified in the involvement of our Parent and Teacher organization and School Improvement Council. These stakeholders work diligently to help meet the needs of our school by supporting school-wide programs and projects that make GES a place for children to grow, excel, and succeed.

Henrietta Hall, School Improvement Council Chairman  
Susan Hartwig, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 44       | 76        | 51       |
| Percent satisfied with learning environment            | 75.0%    | 61.6%     | 75.0%    |
| Percent satisfied with social and physical environment | 77.3%    | 58.7%     | 65.3%    |
| Percent satisfied with school-home relations           | 81.8%    | 75.7%     | 78.0%    |

\* Only students at the highest elementary school grade level and their parents were included.

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |                   |
|---------------------------|-------------------|
| School Improvement Status | Corrective Action |
|---------------------------|-------------------|

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 5.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 16.2%        | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 11.0%      | 0.0%            | No                  |
| Student attendance rate                         | 95.4%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

|              |     |     |      |      |      |     |      |      |      |     |     |
|--------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 382 | 100 | 21.6 | 39.7 | 31.2 | 7.6 | 50.1 | 49.1 | 48.2 | Yes | Yes |
|--------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

## Gender

|      |     |     |      |      |      |     |      |      |      |     |     |
|------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| Male | 187 | 100 | 27.3 | 37.6 | 29.1 | 6.1 | 43.6 | 43.1 | 41.7 | N/A | N/A |
|------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

|        |     |     |      |      |      |   |      |      |    |     |     |
|--------|-----|-----|------|------|------|---|------|------|----|-----|-----|
| Female | 195 | 100 | 16.3 | 41.6 | 33.1 | 9 | 56.2 | 55.1 | 55 | N/A | N/A |
|--------|-----|-----|------|------|------|---|------|------|----|-----|-----|

## Racial/Ethnic Group

|       |     |     |      |      |      |     |      |      |    |     |     |
|-------|-----|-----|------|------|------|-----|------|------|----|-----|-----|
| White | 186 | 100 | 13.6 | 38.4 | 42.4 | 5.6 | 59.3 | 61.8 | 60 | Yes | Yes |
|-------|-----|-----|------|------|------|-----|------|------|----|-----|-----|

|                  |     |     |    |      |      |      |      |      |      |     |     |
|------------------|-----|-----|----|------|------|------|------|------|------|-----|-----|
| African American | 182 | 100 | 32 | 39.9 | 17.6 | 10.5 | 38.6 | 35.7 | 31.7 | Yes | Yes |
|------------------|-----|-----|----|------|------|------|------|------|------|-----|-----|

|                        |    |     |     |     |     |     |     |      |      |     |     |
|------------------------|----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 80.2 | 70.4 | I/S | I/S |
|------------------------|----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |   |     |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 53.3 | 38.4 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |      |    |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 58.3 | 47 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|

## Disability Status

|          |    |     |      |      |     |      |      |    |    |    |     |
|----------|----|-----|------|------|-----|------|------|----|----|----|-----|
| Disabled | 59 | 100 | 44.2 | 30.8 | 1.9 | 23.1 | 17.3 | 19 | 16 | No | Yes |
|----------|----|-----|------|------|-----|------|------|----|----|----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |     |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## English Proficiency

|                            |   |     |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 51.6 | 36.9 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## Socio-Economic Status

|                |     |     |      |      |      |     |      |      |    |     |     |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|
| Subsided meals | 214 | 100 | 32.2 | 41.7 | 18.3 | 7.8 | 36.7 | 36.9 | 34 | Yes | Yes |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

|              |     |     |      |      |      |      |      |      |      |     |     |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 382 | 100 | 17.8 | 43.7 | 21.6 | 16.9 | 46.6 | 43.8 | 45.8 | Yes | Yes |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|

## Gender

|      |     |     |      |      |      |      |      |    |      |     |     |
|------|-----|-----|------|------|------|------|------|----|------|-----|-----|
| Male | 187 | 100 | 18.2 | 39.4 | 24.8 | 17.6 | 50.3 | 44 | 45.6 | N/A | N/A |
|------|-----|-----|------|------|------|------|------|----|------|-----|-----|

|        |     |     |      |      |      |      |      |      |      |     |     |
|--------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| Female | 195 | 100 | 17.4 | 47.8 | 18.5 | 16.3 | 43.3 | 43.5 | 45.9 | N/A | N/A |
|--------|-----|-----|------|------|------|------|------|------|------|-----|-----|

## Racial/Ethnic Group

|       |     |     |     |      |      |      |      |      |    |     |     |
|-------|-----|-----|-----|------|------|------|------|------|----|-----|-----|
| White | 186 | 100 | 9.6 | 40.7 | 28.8 | 20.9 | 62.1 | 58.1 | 59 | Yes | Yes |
|-------|-----|-----|-----|------|------|------|------|------|----|-----|-----|

|                  |     |     |      |      |      |      |      |      |      |    |     |
|------------------|-----|-----|------|------|------|------|------|------|------|----|-----|
| African American | 182 | 100 | 28.1 | 48.4 | 11.1 | 12.4 | 27.5 | 28.9 | 26.9 | No | Yes |
|------------------|-----|-----|------|------|------|------|------|------|------|----|-----|

|                        |    |     |     |     |     |     |     |      |      |     |     |
|------------------------|----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 79.3 | 71.3 | I/S | I/S |
|------------------------|----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |   |     |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 44.4 | 38.1 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |    |      |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 46.2 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

## Disability Status

|          |    |     |      |      |     |      |    |      |      |    |     |
|----------|----|-----|------|------|-----|------|----|------|------|----|-----|
| Disabled | 59 | 100 | 40.4 | 34.6 | 3.8 | 21.2 | 25 | 18.4 | 17.1 | No | Yes |
|----------|----|-----|------|------|-----|------|----|------|------|----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |     |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## English Proficiency

|                            |   |     |     |     |     |     |     |    |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 38.7 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

## Socio-Economic Status

|                |     |     |      |      |      |      |      |      |      |    |     |
|----------------|-----|-----|------|------|------|------|------|------|------|----|-----|
| Subsided meals | 214 | 100 | 28.9 | 46.1 | 12.8 | 12.2 | 31.1 | 30.8 | 31.4 | No | Yes |
|----------------|-----|-----|------|------|------|------|------|------|------|----|-----|

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

**Science**

|                              |     |      |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students                 | 243 | 99.6 | 42.9 | 28.6 | 12.4 | 16.1 | 28.6 | 33.1 | 35.7 | 95.4 | 95.8 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |      |      |
| Male                         | 118 | 100  | 45.7 | 25.7 | 13.3 | 15.2 | 28.6 | 36.6 | 37.4 | 95.8 | 95.6 |
| Female                       | 125 | 99.2 | 40.2 | 31.3 | 11.6 | 17   | 28.6 | 29.6 | 33.8 | 95.1 | 96   |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |      |      |
| White                        | 123 | 100  | 29.3 | 33.6 | 16.4 | 20.7 | 37.1 | 47.8 | 49.2 | 95.6 | 95.7 |
| African American             | 113 | 99.1 | 57.9 | 22.1 | 8.4  | 11.6 | 20   | 18.4 | 17   | 95.1 | 95.8 |
| Asian/Pacific Islander       | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 66.7 | 58   | 97.1 | 97.9 |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 29.4 | 24.9 | 97.7 | 95.8 |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 37.4 | 99.2 | 95.9 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |      |      |      |
| Disabled                     | 38  | 100  | 48.5 | 21.2 | 3    | 27.3 | 30.3 | 20.3 | 14   | 94.7 | 94.4 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 21.9 | N/A  | N/A  |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 23.8 | 24.4 | 98.2 | 97.1 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 138 | 99.3 | 55.6 | 24.8 | 11.1 | 8.5  | 19.7 | 19.6 | 21.1 | 94.5 | 95.2 |

**Social Studies**

|                              |     |     |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students                 | 240 | 100 | 27.1 | 42.1 | 15.9 | 15   | 30.8 | 29.3 | 34   | 95.4 | 95.8 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |      |      |
| Male                         | 117 | 100 | 24.8 | 38.6 | 19.8 | 16.8 | 36.6 | 33.7 | 36.6 | 95.8 | 95.6 |
| Female                       | 123 | 100 | 29.2 | 45.1 | 12.4 | 13.3 | 25.7 | 24.9 | 31.3 | 95.1 | 96   |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |      |      |
| White                        | 110 | 100 | 17.1 | 44.8 | 20   | 18.1 | 38.1 | 40.4 | 44.5 | 95.6 | 95.7 |
| African American             | 121 | 100 | 37   | 40   | 13   | 10   | 23   | 17.1 | 19.1 | 95.1 | 95.8 |
| Asian/Pacific Islander       | 7   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 63.4 | 58.9 | 97.1 | 97.9 |
| Hispanic                     | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 36.4 | 27.5 | 97.7 | 95.8 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.7 | 99.2 | 95.9 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                     | 37  | 100 | 42.4 | 36.4 | 9.1  | 12.1 | 21.2 | 16.4 | 14.4 | 94.7 | 94.4 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 22.6 | N/A  | N/A  |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 3   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 37.1 | 27.3 | 98.2 | 97.1 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 138 | 100 | 40   | 41.7 | 10.4 | 7.8  | 18.3 | 17.4 | 21   | 94.5 | 95.2 |

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 88                            | 100      | 9.6           | 41      | 41           | 8.4        | 49.4                       |
|                       | 4     | 91                            | 98.9     | 16.5          | 38.8    | 36.5         | 8.2        | 44.7                       |
|                       | 5     | 86                            | 100      | 24.7          | 50.6    | 23.4         | 1.3        | 24.7                       |
|                       | 6     | 119                           | 100      | 30.6          | 45      | 18.9         | 5.4        | 24.3                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 3     | 95                            | 100      | 8.1           | 34.9    | 44.2         | 12.8       | 57                         |
|                       | 4     | 100                           | 100      | 21.3          | 36      | 32.6         | 10.1       | 42.7                       |
|                       | 5     | 106                           | 100      | 27.4          | 42.1    | 25.3         | 5.3        | 30.5                       |
|                       | 6     | 81                            | 100      | 30.1          | 46.6    | 21.9         | 1.4        | 23.3                       |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 88                            | 100      | 12            | 47      | 20.5         | 20.5       | 41                         |
|                       | 4     | 91                            | 98.9     | 15.3          | 40      | 23.5         | 21.2       | 44.7                       |
|                       | 5     | 86                            | 100      | 19.5          | 54.5    | 16.9         | 9.1        | 26                         |
|                       | 6     | 119                           | 99.2     | 19.8          | 55      | 14.4         | 10.8       | 25.2                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 3     | 95                            | 100      | 14            | 47.7    | 18.6         | 19.8       | 38.4                       |
|                       | 4     | 100                           | 100      | 23.6          | 36      | 16.9         | 23.6       | 40.4                       |
|                       | 5     | 106                           | 100      | 14.7          | 43.2    | 29.5         | 12.6       | 42.1                       |
|                       | 6     | 81                            | 100      | 19.2          | 49.3    | 20.5         | 11         | 31.5                       |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 46                            | 100      | 28.2          | 38.5    | 20.5         | 12.8       | 33.3                       |
|                       | 4     | 91                            | 98.9     | 32.5          | 32.5    | 21.7         | 13.3       | 34.9                       |
|                       | 5     | 42                            | 100      | 48.6          | 37.8    | 5.4          | 8.1        | 13.5                       |
|                       | 6     | 62                            | 100      | 38.5          | 42.3    | 17.3         | 1.9        | 19.2                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 3     | 48                            | 100      | 31.8          | 34.1    | 20.5         | 13.6       | 34.1                       |
|                       | 4     | 100                           | 99       | 36.4          | 29.5    | 13.6         | 20.5       | 34.1                       |
|                       | 5     | 54                            | 100      | 56.3          | 22.9    | 8.3          | 12.5       | 20.8                       |
|                       | 6     | 41                            | 100      | 54.1          | 27      | 5.4          | 13.5       | 18.9                       |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 45                            | 100      | 19.5          | 53.7    | 22           | 4.9        | 26.8                       |
|                       | 4     | 91                            | 98.9     | 24.1          | 44.6    | 18.1         | 13.3       | 31.3                       |
|                       | 5     | 44                            | 100      | 35            | 47.5    | 12.5         | 5          | 17.5                       |
|                       | 6     | 63                            | 100      | 35.2          | 35.2    | 18.5         | 11.1       | 29.6                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 3     | 48                            | 100      | 7.1           | 42.9    | 35.7         | 14.3       | 50                         |
|                       | 4     | 100                           | 100      | 29.2          | 43.8    | 13.5         | 13.5       | 27                         |
|                       | 5     | 52                            | 100      | 36.2          | 31.9    | 8.5          | 23.4       | 31.9                       |
|                       | 6     | 40                            | 100      | 33.3          | 50      | 8.3          | 8.3        | 16.7                       |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

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N/A–Not Applicable

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